

Doctor of Philosophy—August Wright
Kenyon, Robert E. Peck; *James Freeman*
Kenner; Herbert Harvey Kimball; William
Thomas Shepherd.

Master of Arts—John St. Clair
Brookes, Jr.; Edward Cullom; Mary
Walter Drummond, (with Teacher's di-
ploma); Howard Colwell Hopson; Coe
Aluysius McKenna; Justin Frank Seiler;
Rhoda Watkins; Emilie Margaret White.
Electrical Engineer—Sydney Marquis.

Bachelor of Arts—David Alphonse Baer; Agnes McGrew Balloch, (with distinction); C. Maurice Barnes; Corinne Elizabeth Brackett; Elizabeth Virginia Brown; Henry Culbertson Clark; Linda Lee Clift; David Ransom Covell; Rena Preston Davis, (with distinction); Ruth Millicent Denham; Ernest Risley Eaton; Arthur Elexander Eisenberg; Esther Foster; Zaidee Janet Carr, (in absentia); Harry Kemp Griffin; Charles Henry Hayton; Edwin LeFevre; Woislav Petrovitch; Joseph Plass; John Joseph Rives; Ernest Otto Schreiber, Jr., (with distinction); John Hillard Simpson; Joseph Duerson Stout; Ruth Wilson.

Bachelor of Arts and Teacher's Diploma—Jane Brookfield; Edward Brown; Kate May Estey; M. Ella Given; Charles Hart; Jeanne Maret; M. Ella Morgan; Lily Aurelia Ross.

Bachelor of Science—Levieta Ruth Alden; Nila Frances Allen; Aubrey Vail Fuller; Lilian Theresa Hathaway; Allen Johnson Marsh; Margaret Randolph Taylor.

Bachelor of Science in Chemistry—
Will Beck Myer.

Bachelor of Science in Architecture—
Harry Talfourd Frost.

Master of Diplomacy—Eustacio Segundo Ilustre; Ely Eliot Palmer; De Witt Clinton Poole, Jr.

Bachelor of Science in Civil Engineering—Marion Gilbert Donk; George Herbert Guerdrum, (in absentia); Glenn Rupert Lawrence, (with distinction); Martin John McPike; Irving Randolph Sawn; Joseph Henry Waters.

Bachelor of Science in Electrical Engineering—Thomas R. Gwinn; Hoxsion

(Continued on page 5.)

(Continued on page 5.)



Every institution, to show itself worthy of support, must keep in view its relations to the commonwealth. These relations ought to be based upon mutual and reciprocal benefits. If an institution in a high degree serves the state, the state should, in a substantial way, support and cherish the institution. A university should seek, within the range of its proper activities, to render services that tend to strengthen and upbuild the state, especially by giving to it its richest possession—honorable, high-minded, efficient men.

Every true university stands for that which is fundamental and best in civilization—knowledge, character, and the power to use knowledge. A state or nation with no system of education has failed to

take the first step toward the attainment of that which is essential to greatness and perpetuity. Thomas Jefferson uttered a profound truth when he said, "I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man. * * * Above all things, I hope the education of the common people will be attended to, convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty." To Jefferson, virtue, liberty and honorable peace were fundamental and essential to the security and happiness of the state. It is education that develops these virtues and creates these conditions.

Let us briefly consider the question, How does education advance the public welfare? To answer this question we must observe the conditions in the state that are affected and changed by education.

We observe, first, that the existence of a large body of ignorant and untrained people within the state makes it possible for the unscrupulous, the arrogant, and the rich to use governmental power and agencies to secure personal power, private monopolies, and subsidies; to use the public wealth for private gain; to institute systems of spoliation of the public property. This brings the nation into disrepute, weakens its power to govern at home, and impairs its influence among the nations of the earth.

To be highly civilized a people must have intellectual power to observe and comprehend actual conditions; to understand the force and meaning of legislation, of executive policies, and the results which follow courses of human conduct. They must have the imagination so cultivated that they can create right ideals, and their reasoning powers so trained that they can compare the actual conditions with the ideal conditions; and with it all they must possess an intelligent and dominant purpose to change the conditions that are undesirable to those that are ideal. These preeminent qualities—observation, knowledge, reflection, imagination, reason, and will—in their highest forms, are the result of education. True, there must be the natural gifts and attributes of the mind to start with, and in exceptional instances these may exist in such a high order as to make possible a success in life without much systematic education, yet it still remains true of the great body of mankind that education, from the lowest to the highest forms, is the potential agency which raises men to their highest efficiency.

Education awakens the mind to the light, it enlarges the range of mental vision, it quickens and corrects the powers of observation, it creates better ideals of conduct and life, it inspires noble ambitions and hopes, and impels men—

"Upward, to move along a Godward way."

Introduce general education

among a people where it has not prevailed, and soon the arts and the sciences will rise and abound. The yokes which ignorance and superstition place upon the people will be thrown off, and liberty will assert its right to reign. The individual will become industrious; then, inventive and constructive genius will appear; the laws and forces of nature will be discovered, and heavy burdens will be lifted from men's shoulders; as education spreads among a people, the whole giant mass will begin to rise to a new and marvelous life. * * *

Americans boast of freedom, of wealth, and of power. Never in the history of the world's progress has God and nature been more bountiful to any people. But do we love knowledge, and righteousness and truth, better than these things? True, there is a greater proportion of hunger and famine and rags in some other lands. But why is it that our people are feeling today the great burden of the advance in the cost of living in a country of unbounded natural resources? Why are the rich so lavish upon the things of the moment, and so unmindful of the institutions which endure and work for righteousness? There are strong contrasts in human conditions among us caused by the artificial, and often purely accidental, possession of gold. Tyranny is not extended over our people by a despot, surrounded with hordes of non-productive and useless human beings who live upon the labor and industry of others, yet the great majority of the things we use, that are necessary in our modern life, are burdened with special privileges and unnecessary taxation, which work for the inordinate enrichment of a few.

The great corporations which manufacture the foods we eat, the materials which enter into the structures we build, and the railroads upon which we travel are, many of them capitalized far beyond their actual value in order that unearned and inordinate gains may be paid to promoters and so-called capitalists. These conditions should be studied and wholesome remedies suggested by scientific and unprejudiced men.

Again, legislation is sometimes corrupted at the source, and statutes intended for the public weal are weakened or destroyed by cunning phrases and "jokers," purposely intended to make the law ineffective and to continue the evil practices which the legislation is supposed to correct. Even the judiciary at times has supinely followed solemn precedents or technically construed a constitution, and upheld or perpetuated practices condemned by the common honesty of the people. Men in public places, while serving the state or the nation, have not hesitated to take "retainers" from rich corporations to serve them "in private affairs," but the size of the fee suggests to every honest man that the corporation had more in view than simply securing the services of a lawyer.

There is great need for a higher

(Continued on page 5.)

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AN APPRECIATION

It is no more than fitting that the editor and business manager of the CHERRY-TREE for the current year receive a public acknowledgement of the delightful volume which they have added to the archives of the year-book. From the beginning to the end the CHERRY-TREE was full of interesting matter ably set off by the various cartoons and drawings which illustrated the book. The cuts were on the whole excellent, the new arrangement meeting with instant favor. The binding is considered the most artistic in the history of the book; and the volume itself bespeaks the infinite labor which the managers have devoted toward its perfection. The only criticism, if it is a criticism, which could be offered, is the absence of Senior write-ups, which always add so materially to the human-interest of the publication.

The editor, Mr. Seilerand, and the manager, Mr. Carpenter, can rest content with the knowledge of work well done.

Rifle Match

The interfraternity rifle match was held the latter part of May. The prize was a silver cup donated by John D. Carmody.

The fraternities making the largest scores were Phi Sigma Kappa, Delta Tau Delta, and Kappa Sigma. Phi Sigma Kappa won with a score of 340:

Tebs	86
Waller	89
Wenderoth	83
Cash	82

Total..... 340

Delta Tau was second, with the following scores:

Calder	82
Butman	77
Frazier	82
La Garde	84

Total..... 325

Third place was won for Kappa Sigma by Hamlin, Haller, Blakesley and Esther.

The cup will be competed for once more.

The candidates are getting in shape for the outdoor intercollegiate championship match, which we have won every time we competed for it.

Competition will be held in the District this year. Harvard, M. I. T., and several others have already entered. A gold medal has been offered by the National Rifle Association to the man making the highest individual score.

With the following men we have a team stronger than ever before: Heidenreich, Fehr, Butman, Calder, Frazier, Waller, Wenderoth and Cash.

It will be remembered that George Washington has won three years in succession and now holds the trophy.

Prize Debate

The annual prize debate this year took place on Monday evening, June 6th, at 8.00 o'clock, in the Assembly Hall. The question pertains to the physical valuation of railroads. Messrs. Feldman, Thompson and Gates upheld the affirmative; while Messrs. Edgerton, Cohen and Blakesley maintained the negative. The six participants, having received honors in inter-society debates, the present contest became a struggle of giants.

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WEDNESDAY, JUNE 8, 1910

With mingled feelings we take our pen in hand to write our last editorial—with sensations in which both relief and regret struggle for mastery. To be in complete command of a college weekly, to dictate its policy and to construct its pages has not been without its degree of pleasure—possibly enough so to outweigh the thousand and one little troubles which are bound to arise in the course of any publication.

We have endeavored to pursue a definite plan, and a definite ideal. A college paper only justifies its worth when it adds to the name of the progress of its University. Our goal has always been "the best interests of George Washington;" we have placed that ideal above pecuniary considerations—above personal preferences. We have tried to look upon each question from the point of view of the entire University and not of one department, and for that reason our course has not always been as popular as it might have been.

We have criticized when the occasion demanded it; but we have never taken advantage of a momentary lapse or of a petty fault to bring the negligent one before the student public. Many legitimate opportunities have arisen for criticism, but we have passed them by—not because they did not merit consideration but because the state of

the University has demanded that we keep our upper lips stiff and look upon the sunny side of every matter that has arisen. If we have aided in the rise of college spirit or if we have helped to maintain what college spirit has existed, we feel that we have accomplished something toward the progress of our University—if only a trifle.

In the suggestions which have appeared in the last four numbers, we have embodied the ideas which are the partial result of a four years' connection with the various interests of George Washington. Particularly do we wish to urge to the new directors, the idea which already has been adopted in the Massachusetts School of Technology, Columbia, and a number of the more advanced institution—to give collegiate credit for work in student activities. With proper safeguards to prevent its abuse, that system seems to us to be the solution of the problems which have arisen because of lack of support of student matters. We urge that the question be discussed and that a trial, for one year, at least, be given to a plan. With the advantage of careful consideration and a fair trial we are confident of the ultimate adoption of the system by the authorities.

The condition of our University is by no means one of hopelessness. Whether we obtain the benefits of the Morrill act this year, or next, we can but call to the doubter's mind the words of President Needham: "The years may come and the years may go, but the University will run on forever." The University is as solid as the foundation of our Government; it has legions of friends and well-wishers, who will never allow the one non-sectarian University in the capital of the nation to drift into the sloughs of insolvency. The spirit that moves us must be the spirit of hope. A new year confronts us, a new future is before us—which looks to us for its success.

We would ourselves be decidedly remiss in the common courtesies of life did we not extend our deepest appreciation to the members of our staff who have worked so faithfully during this year, and who have aided, even at personal sacrifices,

(Continued on page 7.)

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HATCHET BOARD ELECTS EDITOR AND MANAGER

Joseph R. Curl and Raymond
Hoover to Take Charge of
Weekly for 1910-1911

BOARD VACANCIES FILLED

At a meeting of the HATCHET Board, Saturday evening, in the HATCHET office, Mr. H. Joseph R. Curl and Mr. Raymond Hoover were elected editor and business manager, respectively, of the HATCHET for the ensuing college year. The retiring managers, Mr. David A. Baer and Mr. J. Ballard Moore, recommended the successful men who had served under the old management during the present year.

Mr. Curl has been connected in a prominent way with student organization for several years. He graduated from college in 1909, at that time serving as one of the editors of the paper, chairman of his class play committee, and cheerleader for the athletic teams. At present he is in Junior Law, is president of the athletic association, a member of the athletic council, of the Needham Debating Society, and of the Sigma Phi Epsilon fraternity. In addition he has been secretary to Dean Vance of the Law School for the last two years.

Mr. Hoover is a freshman in the Law school, having studied at Lafayette and George Washington in the college departments. He is a member of the Columbian Debating Society and of the Delta Tal Delta fraternity.

The election of these men met with unanimous approval among the students. Both are of the energetic, hustling character and will undoubtedly set a pace which future managers will have difficulty in maintaining. They have as yet perfected no plans, but are contemplating increasing the issue of the HATCHET to two a week, at the same time diminishing the size of the paper. In addition, endeavors will be made to arrange for a combination sale of athletic association tickets and HATCHET subscriptions, reducing the price of each by the plan in view.

The Messrs. Baer and Moore reported an agreeably successful year—all expenses being met and the greater part of their salaries being secured. They received a vote of appreciation from the board and tendered their resignations as editor and manager, to go into effect the 9th of June.

The old Board proceeded to the election of a new set of directors as provided by the Constitution. Messrs. W. C. VanVleck, D. A. Baer and Kenneth Maxcy were voted in, for the student body and Dean W. C. Borden and Professor H. Thurston of the Law school as faculty representatives. Messrs. Curl and Hoover became ex-officio members of the Board. A meeting of the newly elected members will be called in the near future for the election of officers. It is predicted

that the present officers, Mr. Baer, president, and Mr. VanVleck, secretary, will be retained, with the appointment of the business manager as treasurer.

LIST OF GRADUATES

(Continued from page 1.)

Yost Smith: Ernest Ferdinand Wendroth.

Bachelor of Laws—James Frank Allee, Jr.; Henry Llewellyn Barrick; Charles Frederick Black; William Gordon Brantley, Jr.; Philip Barraud Campbell; Charles Chester Caywood; Lewis Howard Davenport; Clyde Davis Garrett; Edward Percy Gates; William Archibald Graff; Pleasant Fowler Graves; Lyle Hubbard; Harry Louis Kitchman; Claud Henry McCray; Leland Stanford MacPhail; Berkeley Leo Simmons; William Wyatt Simmons; John Daniel Kurtz Smoot; Benjamin Ulen Steele; Horace Moore Sullivan; John Tuttle Swift; Kenneth Taylor; John Randolph Tucker; Arthur James Tyrer; Edward George Wilmer.

Bachelor of Law—Nathaniel B. Smithers; Roscoe Henderson Hopper; Herbert William White; Ogle Ridout Singleton; Bert Carl Thomas.

Master of Laws—Forrest Augustus Brown; Roy Ernest Dickerson; Frank Eugene Edgerton; Rexford Louie Holmes; Emilio Mapa.

Master of Patent Law—Henry Palmer Alden; Frederick Bachmann; William McDowell Birney; William Bohleber; Parker Cook; Augustus Seymour Dennison; Roscoe John Conklin Dorsey; Laurence Joseph Gallagher; Walter Schell Gilchrist; Friend Orin Halstead; Harry Isaac Houston; John I. Kane; Otis Beall Kent; Henry Lanahan; Charles William McDermott; Joseph Woodward Milburn; Elton Tell Morgan; William Frederick Nickel; Henry Ensign Rockwell; Marie Katherine Saunders; George Bismarck Sanderlin; Harold Elno Smith; Harold English Stonebraker; Harry Halstead Styll, (in absentia); Harold Augustus Swenarton, (in absentia).

Doctor of Dental Surgery—Louie Watson Butterfield; Melville Palmer Eslin; Thomas Hoffman, (in absentia); Maurice Hurwitz, (in absentia); James Norris Robinson; Raphael Sherfy.

Doctor of Medicine—Laurin Lundy Andrews; Harry Denison Chichester; George von Bollinger Davis; Robert Henry Duennier; Watson William Eldridge, Jr.; Leo Louis Elliott; John Paul Frey; Frank Adolph Hornaday; George William Hoover; William Henry Huntington; James Philip Kirby; Jesse Lee Kinner; George Elliott Klingerman; Harry Samuel Lewis; Fred Addison Loop; Francis Patrick Macdonald; John Joseph McLoone; Louis Anthony Meloni, (in absentia); James Melville;

Harry Alexander Peyton; Walter Price; Erwin Worth Ross; Albert Perkins Tibbets; Elijah White Titus; Clifford Ellison Waller; Lyle Charles White; Clifton Eugene Young.

Doctor of Pharmacy—George W. F. Boyd; Elias Elvove; John D. A. Hogan; Ralph A. Judd; Albert Walton Kenner; Frank Washington Milburn; Joseph Harold Morgan; James Ignatius Nolan; David B. Peters; Paul Eugene Plunkett; Mary Hanlon Richardson; Naomi Elizabeth Richardson; Julia Henry Strobel; Melville Brainard Tewksbury; Douglas Tschiffely.

Certificates in Architecture—Robert Bassett Blackley; Joseph Blasev; Meade Bolton; William B. Cash; Carrington Foster; George M. Fuerst; Raymond S. Hart; Philip R. Hooton; Elmer E. Hornung; Hubert P. Illman; John O'Rourke; Lewis H. Russell.

PRES. NEEDHAM'S ADDRESS

(Continued from page 1.)

morality in public and business life, and for a broader, and deeper, and more intelligent comprehension of our complex business, political, industrial, and social life. In the last few years there has been a great advance. When time shall have given the people of this nation a fair perspective, it will be acknowledged that the administration of President Roosevelt was a period of the greatest moral awakening in business and civic affairs that the country has ever experienced. At last it has come to be generally acknowledged that "railroads" and "public highways" are synonymous terms—utilities to be protected and regulated by the state under its ministrant functions. All schemes which the machinations of highly intelligent capitalists or legal advisers may devise to defeat such regulations are, from the political standpoint, fundamentally and morally wrong and should be made statutory crimes. Monopolies of the great natural resources of the country, which nature has given and which no man has ever created, are vicious and public evils. * * *

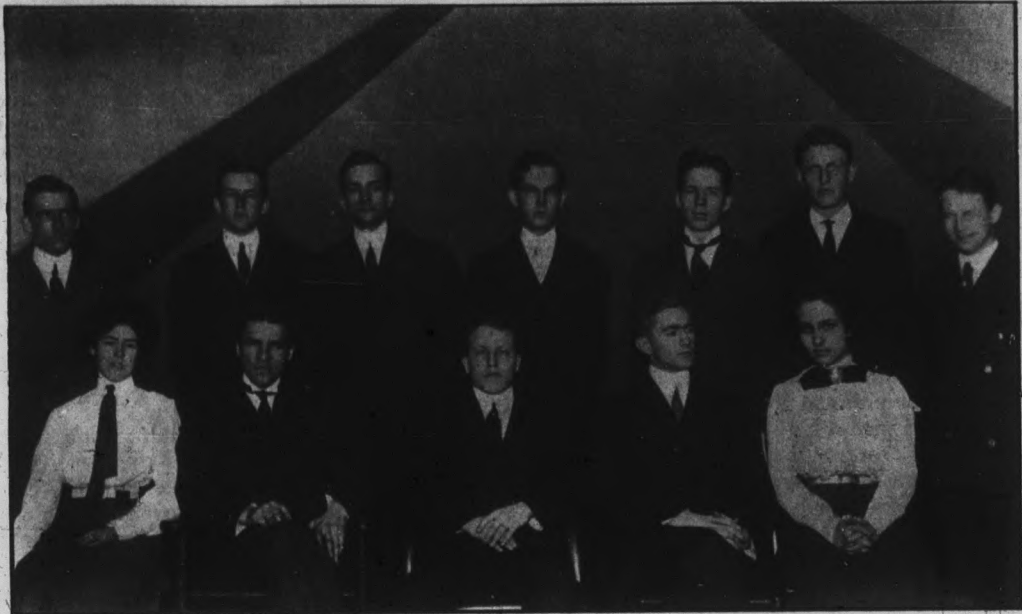
Again, conflicts between unified capital and organized labor call for careful study, wise policies, and just legislation. These mighty forces in the progress of our modern civilization should become united in spirit and effort. There are no rea-

sonable grounds for conflict. The greed of one, and unlawful aggression by the other, should be restrained until a spirit of common brotherhood develops and there is cultivated a better understanding of economic conditions which will show, to both capital and labor, that their lawful interests are not antagonistic. Combination of capital is, in itself, no less and no more harmful than the combination of labor. Under selfish and ignorant leadership they are equally bad. When either is used for personal and selfish ends, organization in itself becomes a menace to the public order and the general advancement of society. But when properly organized and led by intelligent and patriotic men, capital and labor working unitedly will bring in a better day. * * *

These are all questions too broad and complex for particular discussion in this address; they are stated to show some of the fields in which the scholar in the university must work, the lines along which he must study, and the character of men the university should produce in order to serve the state. They constitute the background of the picture.

While the immediate remedy for these and other evils may be sought through intelligent, wise, and patriotic legislation, the greater hope is in the education of the rising and coming generations, giving to them a truer definition and a finer appreciation of righteousness. The law will be better fulfilled through knowledge, kindness, and common good-will than it can be through the instrumentality of courts, policemen, and prisons. There is vast wealth in this nation, laboriously and sincerely accumulated by high-minded, unselfish, and patriotic men; this should generously flow into the great centers of national life and create institutions of learning whose sole purpose should be to teach all truth, to the glory of God and not to the glory of any man.

The results to be obtained from higher education are, we may say, to give to students some knowledge, but mainly to give them the power



RETIRING HATCHET STAFF.
DUBOIS, HALLER, DAVIS, CURL, BOWEN, MARSH, REDFIELD,
MISS CAMERON, COHEN, BAER, MOORE, MISS ROSE.

of accurate observation, of clear analysis, of properly weighing evidence, of reaching correct and wise judgments, creating a dominant will to make good conduct prevalent, and with it all to enable them to look out upon the world with true affection, sympathy, charity, and good-will. In all this there is involved the training of the moral and intellectual nature, the imagination, and the sentiments.

This training is not attained by reading a single text-book upon any given subject, or by studying a single creed, religious or political; but by endeavoring to acquire a knowledge of each subject from as many points of view as possible, bringing all facts and opinions into the classroom for discussion, and reaching an intelligent generalization; never accepting, without question, the dogmatic opinion of any historian, economist, lawmaker, or teacher. University education consists in the acquirement of facts and truths from all sources, comparing and classifying them; and this must be the work, not of the teacher, but of the student, for by these processes only the student comes to intellectual power.

"His joy is not that he has got his crown,
But that the power to win the crown
is his."

The prime question in university education today is how to produce efficient men—men of sound knowledge, with the art of using it effectively for the good of mankind; men of high ideals and unimpeachable integrity; men and women who are true and constant in high endeavor, and in whom this exalted motion of the soul is not intermittent.

To produce such men and women for the state, a university must have buildings, and libraries, and laboratories, and endowment, and, above all, great teachers. It requires a costly plant to produce fine products. The greatest and noblest work in the world is the making of men. In importance to the state no other labor, no other investment of money can compare with it. * * *

Shall not thought, and genius, and effort be bestowed upon the rising youth of our land? A people are fundamentally what childhood and youth make them. In the plastic age the elements of character may be so changed in their relations that the better elements dominate—so mixed that a better and finer personality results. The youth of a nation are its citizens "in

the making." The college takes the youth and gives a new environment; it prunes, gives intellectual nourishment, and creates a stronger mental and spiritual fiber; its spirit and motion give color and tone to character; it straightens the course of conduct and gives purpose and direction to life; it gives poise and personality to men and women who are ornaments and creators of good society. A state cannot much nor permanently reform its people. It can restrain evil and compel obedience to law; but it can change its citizenship completely by the education that it gives to its youth. Here at the root and beginning of life, through the influence and power of environment, by spiritual enrichment and the processes of refinement, the ruling citizenship of the Republic may reach the ideal.

All progress, it has been truly said, is "by all, through all, under the leadership of the wisest and best." University education is to prepare men and women to be leaders. We maintain military schools to train men for leadership in war, why should not the nation prepare leaders for the arts of peace and to advance national purity and greatness?

The Roman Empire was strongest when higher education became the policy of the state; when to cherish and strengthen this work of education was felt to be one of the foremost duties of rulers. To neglect this education was to cripple the Empire, for the power of Rome was founded largely on her superior civilization. The German Empire has fostered higher education as perhaps no other state in the world has done, and even the strength of her armies has been attributed to the mental and moral culture received by officers and men in the gymnasiums and universities of Germany. Strength in physical combat does not come to a people by mere physical exercise or the study of strategic maneuvers. Real power is in the very tissue and spirit of a people thinking, and feeling, and aspiring. As true success for the individual depends upon his character, so the success of a nation must depend upon the composite character of its people and the wisdom and goodness of its leaders.

The influence of great universities at the centers of population, and especially at the seat of government, are forces the importance of which cannot well be overestimated. Take for example the University of Berlin, with its five hundred professors and teachers and nearly four-

teen thousand students. From all parts of the Empire scholars are flocking to Berlin to perfect their education in the arts and sciences, and to observe and study the science and functions of government. No important measure or policy, no official conduct escapes criticism and free discussion by that body of virile and independent thinkers. They consider and pass judgment upon these matters from a free academic position. It is a great dynamic agency at the very heart and nerve center of that marvelous Empire. Its direct influence, in producing a strong, honest, and patriotic administration of the government is very great, while the indirect influence, exerted through its graduates and scholars throughout the Empire, is a constant nationalizing force. Rudolph Virchow, the great anthropologist and rector of the University of Berlin, in 1893, speaking of the rising generation, said: "It must be instilled into them that the founding of the Berlin University was not merely an act of highest political wisdom, but also an eminently moral deed. * * * Without hesitation we may say its first effect was to stimulate most powerfully the sense of nationality. * * * The university showed by precept and example those forces spiritual elevation creates for the service of the state."

Who can state the creative and constructive influence of Oxford and Cambridge in England. English character and institutions have been largely moulded by these great universities. In all European states and in nearly every civilized country in the world, universities exist at or near the capital, and their beneficial influence is brought to bear directly upon the national life.

In our own country we have striking examples of the creative power and influence of great universities upon the States of the Union. Take for example one of the younger institutions, the University of Wisconsin. Situated at the capital of that State, its faculties are conducting work of a high order in the arts and sciences, and at the same time are actively assisting the State government in all departments. Members of its faculties collect facts, draft bills at the request of committees and members of the legislature; they serve upon commissions under appointment by the executive, and the whole range of State policies and action upon all matters are freely discussed by its faculties. Throughout the State, agricultural and mechanic arts are

assisted by its scientific men. There is not an industry in the State that may not appeal to the University for the solution of practical problems. The farmer with unproductive soil, or finding his herds, or his forests, or his fruit orchards attacked by insects or disease may apply to the University and, without cost to him, receive the aid of its scientific men, who endeavor to discover the cause of the trouble and to prescribe remedies. This University is making itself so useful to the people, and its work is so much appreciated that the State is now appropriating \$100,000 a month for its maintenance and support, and every industry and community in the State is feeling the impulse and uplift that comes from this institution with its 4,500 students.

What marvelous influences have been exerted by Harvard and Yale, Columbia and Princeton and the other great institutions of learning throughout this land! Their services to the country can no more be measured than can the sunlight, and the air, and the rains, and the dew. We know that seed times and harvests are dependent upon these elements of nature, but whose hand can put a measuring rod upon these elements and tell us their extent and power? And so it is with the spiritual influences that flow out from these great centers of learning. They hold the richest treasures of the past and give to men a heritage; they throw a flood of light upon the problems of life and make a higher civilization. Who shall count their riches or number their benefits? How miserably poor a nation would be without them!

In the light of these facts we may well wonder why the National Capital of this great Republic is not thoroughly enriched by a flourishing university, amply endowed or maintained by the generous support of the nation for the District of Columbia. Here is a field of educational endeavor unequalled in the nation and marvelously rich in its stores of knowledge. There is no other educational opportunity in the world like it. There is no place where there is greater need for free academic discussion of public questions. Nowhere is there a city better fitted to be the home of great schools. There is no city that can be named that will give a finer body of students. No place in the Union would attract a greater number of scholars from the whole country and the world, and there is no place that has more pressing need for the

(Continued on page 8.)

Courses at the Berlitz, Draughon's and the Milton School can be secured at greatly reduced rates from the Business Manager or Editor of The Hatchet

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After these three **profitable** months when these 100 splendidly trained people are ready for a great work in any field of business, then I will select those who will eventually form the Faculty and Directors of the **National Course of Business Science.**

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But, aside from this, the course will be one that should attract **Business men** and **Professional men** from every state in the Union.

Write Me Personally

This class is limited to 100 and entries will be made in the order of their receipt.

Would you like to be one of the hundred? Then write me today a personal letter to this effect, and I will answer you with the complete story in detail.

Write me that letter today!

B. M. HEDRICK

Manager D. P. B. C. Co.

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(Continued from page 4.)

the publication and the editing of this paper. To them belongs in a great measure whatever success we have achieved; wherever we have failed the fault is ours.

We urge upon the students the necessity of maintaining a college paper; to retain a position in the collegiate world it is absolutely essential. Nothing else can take its place; and just so long as a paper degenerates just so long does the University follow; for it is typical of the spirit which makes the student part of the college. The managers for the HATCHET in 1910 are men of tried mettle; they have won their positions through merit and they deserve the heartiest support and co-operation which the students can give. Without support they cannot publish your paper; with it they will take the weekly to the top rungs of the college newspaper world.

Football Stars in the College Widow

Owing to the energy of assistant manager Tulloss, almost \$60.00 was added to the athletic fund by the participation of several college students in the College Widow, which was presented at the Columbia last week.

These men, consisting of Messrs. White, Crafts, Sommers, Ellis, Tulloss, Lucas, McGlaughlin and Blakesley, constituted the football team in the play. Their work showed the results of their long experience and elicited cordial appreciation from the leading lady, Miss Julia Dean.

This money will aid in decreasing the athletic deficit which now amounts to several hundred dollars.

Senior Class Play

The Senior Class Play took place last evening in University Hall to the appreciation of an audience which filled the hall. Every member of the class had a part, some of

them doubling up where extras were needed. The play was not dignified by the presence of a plot, which, after all, only serves to distract the audience and withdraw their attention from the personality of the actors. A series of tableaux depicting scenes from college life, was the feature of the evening, although the Senior Quartette was repeatedly called back to the stage. Among the individual appearances which attracted attention was Miss Wilson, as historian; Miss Brackett as class prophet, and Mr. Rives as class orator.

University Congress

The Committee on Membership begs to announce that the University Congress will convene on Saturday evening, June 11th, in Assembly Hall, at 8.00 p. m., at which time a Speaker and Clerk for the ensuing term will be elected.

Any student in the University is eligible. There is no better opportunity for practicing debating and parliamentary tactics.

Fee—\$1.00 for the entire term.

Come, whether you join us or not, and bring your friends.

Committee on Membership.

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CALENDAR OF EXERCISES

(Continued from page 1)

Alpha Epsilon Dance. Phi Delta Phi
Dinner.Monday, June 6—Opening of the Ex-
hibit of the Division of Architecture,
West Hall, 8 p. m. Exhibit will continue
until June 9. Open to the public.Banquet by the Senior Medical Class;
complimentary to the Faculty.Prize debate between the Columbian
and Needham Debating Societies, Uni-
versity Hall, 8 p. m. Open to the public.Tuesday, June 7—Class Exercises of
the Senior Class of the College of Arts
and Sciences, University Hall, 8 p. m.
Open to the public. Senior Law Class
night.Wednesday, June 8—Graduation Re-
ception, Rauscher's, 9 p. m. Dancing,
9.30 p. m. Admission by card.

CHERRY-TREE MANAGERS ELECTED

Mr. James W. Berry, editor; and
Mr. Bryan W. Morse, Business
Manager, were the results of the
elections for the positions of the
Cherry-Tree by the association of
class presidents. The appointments
have been received with a particu-
larly enthusiastic appreciation in
view of the prominence of the men
elected and their recognized ability.Mr. Berry is a junior in the Law
school, having received a degree
from the college in 1909. He has
served on both the MATCHET and
CHERRY-TREE for the last few years
in addition to representing the Uni-
versity in two inter-collegiate de-
bates and serving as co-author of
his class play. His ability as a
writer has been evidenced by his
work on the publications, although
the pressure of collegiate duties has
compelled him to diminish his ac-
tivity during the present year. Mr.
Berry is a member of the Pyramid.Mr. Morse is the young man who
jumped into prominence during the
football season by reason of his re-
markable play at quarter. He was
picked as one of the all-Southern
eleven by the majority of Southern
papers. He is studying for a mas-
ter's degree in engineering and in
addition has had experience in
newspaper work.There is little doubt that an ably
managed book of marked literary
ability will be the result of the as-
sociation elections.

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PRES. NEEDHAM'S ADDRESS

(Continued from page 6.)

advantages which higher education
gives. This field of endeavor
should be no longer neglected by
Congress; the practice of economy
in supporting education at the Cap-
itol is a political blunder, amounting
almost to a crime. The riches of
America are not in land, and
houses, and gold, but in the life-
blood, the intellectual strength and
moral fibre, of her sons and daugh-
ters; in the thought, the aspiration,
and the conduct of the people. The
schools and the great institutions oflearning create these spiritual
forces; they give to the body-politic
the breathe of life, an enlightened
conscience and immortal being.Bishop Spalding eloquently said,
"A true university will be the home
both of ancient wisdom and of new
learning; it will teach the best that
is known, and encourage research;
it will stimulate thought, refine
taste, and awaken the love of excel-
lence; it will be at once a scientific
institute, a school of culture, and a
training-ground for the business of
life; it will educate the minds that
give direction to the age; it will be
(Continued on page 10).

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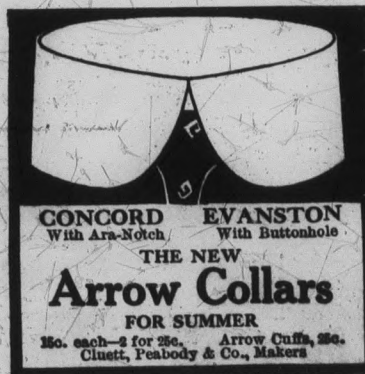
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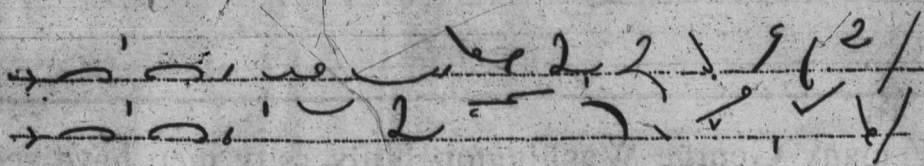
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PRES. NEEDHAM'S ADDRESS (Continued from page 8.)

a nursery of ideas, a center of influence; * * * a place where great minds and generous hearts and great souls are gathered to bring their wisdom, their love, and their faith to bear upon the youth, to develop and raise their whole being toward the ideal of right life, of perfect manhood."

These scholars and teachers are the creators of ideals; they work in human materials and make their ideals living realities. The nation cannot live its best without the molding, constructive work of these men. This beautiful city cannot become truly beautiful without them. They constitute a perpetual order, laboring, not for wealth, nor as the advocates of special interests, but striving for knowledge, and truth, and spiritual power. They search for truth with singleness of purpose; they stand for righteous conduct in public and civic affairs; they seek to make the best ideals, the best laws, and the best customs prevalent; they speak the truth without fear, and they approve the finest things in art and literature. All this they do with an abiding faith in men, and with auspicious hope for still higher attainments in the intellectual, the social, and the political conditions of mankind.

"They that say such things declare plainly that they seek a country; they desire a better country. * * * Wherefore God is not ashamed to be called their God; for He hath prepared for them a city."

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